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ABSTRACT

Designed to be brief and informative, these guidelines should be of assistance to vocational education instructors in their efforts toward self-evaluation. Guideline statements representing those important areas into which an instructor should make inquiry have been tested in the field and represent essential elements which have received general approval. These statements focus primarily on those aspects of vocational education evaluation which include the predominant areas of manipulative skills, technical knowledge, related theory and auxiliary information. Statements are organized into the following sections: (1) Groups Served by Vocational Education, (2) The Vocational Education Instructor, (3) Curriculum, (4) Facilities and Equipment, (5) Finances and Budgets, (6) Placement and Followup, (7) Community Involvement, (8) Related Services, and (9) Involvement In Policy-Making In Vocational Education. (Author/JS)

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FOREWORD

Evaluation has always been an integral part of quality vocational education programs, and the increasing attention directed toward this aspect has emphasized the need for published guidelines. This publication is designed to meet part of that need.

By providing teachers with a measuring device, we hope they will be motivated to take a close look at their successes and limitations. The information derived from this close look will be useful to those concerned with meeting the educational requirements of all the people.

The material presented here was assembled by an ad hoc group of AVA's Committee on Evaluation and Accreditation, reviewed by leading vocational educators, and field tested in 50 states.

The ad hoc committee was chaired by Joseph T. Nerden, Professor, Industrial Education, Department of Vocational-Technical Education, North Carolina State University, Raleigh, and included: Julian Campbell, State Supervisor, Agricultural Education, State Department of Education, Richmond, Virginia; Jim McLeod, President, Cape Fear Technical Institute, Wilmington, North Carolina; Robert M. Reese, Chairman, Vocational-Technical Education, Faculty College of Education, Ohio State University, Columbus; and, Edwin Taibl, Dean, Technical Division, Milwaukee (Wisconsin) Technical College.

We believe the booklet they have prepared is

a significant contribution to the field and urge each vocational educator to address himself to the contents, because it is upon objective evaluation that the expansion and improvement of our programs must be based.

Lowell A. Burkett

LOWELL A. BURKETT
Executive Director
American Vocational Association

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INTRODUCTION

In order to evaluate vocational education effectively, we must view it in the context of all education. Vocational education, as a functional part of the total educational structure, must recognize the contributions made in the lower and middle grades while at the same time it must evidence concern for the subsequent growth and advancement of those who complete vocational programs. Teachers in the field of vocational education must be particularly cognizant of the need to make appraisal or evaluation of the results a functional part of the planning, teaching and subsequent follow-up activities. As a matter of fact, evaluation, and particularly the means used to appraise the results, should be considered an essential part of the original program-planning process in which the teacher or instructor engages, even in the initial days of teaching. Evaluation is an essential part of all education.

The obvious value of a continuous program of evaluation in the hands of teachers should be clearly apparent. Accurate evaluation of an instructional program, in addition to data on the successes of former students, should reveal such basic facets as: the adequacy and flexibility of curriculums; effectiveness of methods; currency of content; "up-to-dateness" and variety of equipment; quality of materials and instructors; and, relevancy to the needs of the enrollees as well as to the jobs available.

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All of the foregoing has been the concern of many state, local and national educational agencies. When Congress passed the Vocational Education Amendments of 1968, the Federal Government took special note of the need for continuing and continuous evaluation of vocational education. In several sections of the Act, and especially in that section which identifies the responsibilities of the National Advisory Council on Vocational Education, evaluation of the quantity and quality of vocational education was mandated. Annually, states are required to report to the Federal Government on such qualitative and quantitative aspects of the vocational education program as people served, personnel, instruction, facilities, and uses of federal dollars. To the teacher, the most important facets of such an evaluation concern instructional methods and techniques, instructional content, student progress, and the outcomes of instruction in terms of objectives achieved. The focus of quality education in the vocational structure must inevitably center upon that which transpires between teacher and student. Since this serves as the keystone of education, it is here that learning must occur. Hence, teachers, former students, and employers of former students are the most important sources of information bearing upon the validity and efficacy of vocational education programs.

Accountability and the need to supply governmental agencies with valid information concerning the successes and limitations of funded pro-

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gram results have received increased attention during the past several years. All of the evidence points to expanding national emphasis on accountability in the future. In a number of instances throughout the nation, management information systems (MIS) have already made their appearance in the vocational education field, and information concerning the quantity and quality of vocational education programs within an area or a state is being assembled. Appropriate inputs of this nature will result in information which, when properly analyzed, correlated and interpreted, will provide a basis for federal, state and local measures of accountability. Currently, varying levels of sophistication are being built into many of these MIS installations, but in the final analysis each must rely upon: (a) the skills, intelligence and abilities of the instructional staff in the vocational field to collect and supply the basic data; and, (b) the degree of understanding and competence of those individuals who interpret the data.

This publication, designed to be of assistance to vocational education instructors for *self-evaluation* purposes, has been produced in as brief a form as possible. Most of the important areas into which an instructor within a vocational program should make inquiry have been developed around broad statements. These statements have been tested in the field and represent essential elements which have received general approval. Obviously, each voca-

tional teaching situation has its own unique characteristics, and all elements provided herein will not satisfy the needs of each vocational education instructor.

This document is concerned primarily with those aspects of vocational education evaluation which include the predominant areas of manipulative skills, technical knowledge, related theory and auxiliary information. Other important aspects of vocational education which concern the individual development of appropriate attitudes and appreciations, skills in participatory citizenship and the acquisition of social competencies have been given less emphasis. Other guides for the evaluation of education in general contain adequate standards and criteria usable and applicable to such areas.

The committee responsible for this publication presents it to the many thousands of vocational education instructors in the hope that it will receive immediate utilization. The committee recognizes content limitations inherent in such a document, and also the endless possibilities which surround detailed discussion relative to each of the essential elements herein identified. Finally, the committee encourages extensive use of the guide and looks forward to suggestions from the field for further improvement.

GROUPS SERVED BY VOCATIONAL EDUCATION

A democratic society requires that careful consideration be given to the services which should be made available to all groups and individuals. In the spirit of democracy in education, *all* who wish preparation for the world of work should be encouraged to seek vocational education. The groups and the individuals are numerous. The standards included herewith indicate most of the groups mentioned in the Vocational Education Amendments of 1968, and for which some measure of accountability must be provided. In addition, since the Act provides for activities which are clearly "pre-vocational," some of the services expected to be funded by federal and state monies may not be directly job-oriented, but instead may be described as establishing the basis upon which valid judgments concerning ultimate vocational objectives may be established.

Essential Elements

1. Efforts are made to supply students, on a pre-vocational basis, with adequate opportunities for occupational information, exploration, "hands on" experiences, and other information relative to the broad field of occupations, including advantages and limitations.
2. Exploration, guidance and occupational information are made available to: students in the lower and middle grades, in

high schools, in post-high schools; early leavers; dropouts; and, adults.

3. Vocational education is offered to students in secondary schools, at a time when their individual motivations disclose the necessity for such specialized instruction.
4. Instructors are active in the procedures which enroll individuals in the vocational curriculums. This includes instructor participation in the selection, orientation, and testing of students and provision of adequate occupational information and exploratory experiences for potential enrollees.
5. Adequate opportunities, as evidenced by expressed and indicated individual interests, are provided for those who have completed secondary schools and wish to pursue vocational education on the post-secondary level.
6. The expressed needs of adults in the geographical area or region are studied carefully and evaluated, and provisions are made for adult vocational education activities which include updating, upgrading, apprenticeship instruction, and job preparation and/or repreparation.
7. Emphasis (as indicated in the 1968 Vocational Education Amendments) is placed upon providing vocational education opportunities to those who are disadvantaged economically, socially and academically.
8. Special attention is given to the needs of

the handicapped, and programs of vocational education have been devised to accommodate the vocational needs and interests of this particular group.

9. The need to include both men and women in the work force of the nation has been studied, and adequate provisions have been made in curriculum offerings to facilitate preparing both males and females for the world of work.
10. Instructors have a role to play and responsibilities to discharge in connection with the supportive services available to enrollees. These include psychological, social, health, and other services that anticipate and administer to situations which impinge upon the initial enrollment and continuance of an enrollee within a vocational curriculum.
11. Instructors are involved in disseminating information which is designed to increase the number of secondary school, post-secondary school and adult enrollees in vocational education programs.
12. Instructors work cooperatively with employers in the region, identifying the specialized needs of new and current employees, and appropriate curriculums and specific courses needed by these employees in their respective quests for upgrading and updating.
13. Instructors recognize the importance of subject matter related to apprenticeship

training and assist in its identification. They assist in modifying and improving related subject curriculums for apprentices.

14. The relevancy of instruction to the world of work is continually and consistently maintained by the instructor, through frequent contact with advisory committees, and current work experience.

THE VOCATIONAL EDUCATION INSTRUCTOR

One of the basic and most essential elements in any successful vocational education program is the well-prepared instructor who is competent in his occupational area, respected by his peers in education and in his service community, and dedicated to the principles of comprehensive education for individuals preparing to enter the world of work.

Essential Elements

1. Instructors are nominated for employment upon recommendation from such sources as knowledgeable vocational educators, advisory committee members, and teacher education institutions.
2. Instructors possess: (a) practical work experience well above learner or entry level in vocational areas relevant to their respective teaching fields, (b) professional preparation in general education and in vocational education, and (c) current credentials or licenses required in their respective occupational specialty.
3. Instructors of occupational related subjects have sufficient experiences in the world of work to provide them with appropriate backgrounds that lend relevance and practicality to their teaching.
4. Instructors constantly seek to improve the possibilities of student learnings by engaging in informal action research activities

which are designed to reveal plausible and feasible techniques that can be used in daily teaching.

5. The professional faculty member strives to be: (a) accepted and recognized by both his educational associates and his occupational counterparts, and (b) an active member of relevant professional and occupational associations.
6. The instructor regularly contributes to his professional growth by: (a) returning to his occupational field for upgrading and refresher training and experience, (b) attending in-service workshops, (c) taking college courses in professional and technical areas, (d) attending regional and national conferences, and (e) making school, business and industrial visitations.
7. The instructor maintains a healthy educational climate by: (a) providing regular appraisal and subsequent restructuring of educational methods and procedures in order to meet changing occupational standards and needs, (b) allowing students the freedom to work with and apply new techniques, and (c) conducting classes of appropriate size which enable him to provide proper preparation, testing, record keeping, and maintenance of instructional hardware.
8. The instructor recognizes the needs and competencies of individual learners and adjusts his procedures to accommodate: (a) individualized instruction, and (b)

activities are checked by: (a) frequent reviews conducted by advisory committee members, (b) information obtained in follow-up studies of graduates, (c) the involvement of students in periodic in-school reviews of curriculum directions and content, and (d) investigations and analyses of the reasons why students drop out of vocational education programs.

4. Curriculums are designed to fit the learning levels of the students, while maintaining realistic objectives for occupational competency.
5. Sequence of learning experiences is according to degree of difficulty.
6. Curriculums are structured so that class instruction and individual or small group instruction is possible.
7. Curriculums are planned to be articulated with more advanced or sophisticated programs, as well as to provide training for entry level employment.
8. Curriculums are organized to provide: (a) training in the manipulative skills of the occupation, (b) acquisition and use of the technical knowledge needed to succeed, (c) practice in communication skills, (d) experiences that promote good human relations, and (e) opportunities for students to develop leadership abilities.
9. The related instruction available is: (a) relevant to students' vocational education choices and clearly correlated with the

shop and/or laboratory instruction, (b) readily available and conveniently scheduled for all vocational education students, and (c) taught by instructors who are competent in their respective teaching responsibilities and who have had adequate practical work experience in a variety of occupational areas.

10. Library resources are available containing: (a) up-to-date technical reference books, (b) current related references, and (c) an ample supply of relevant trade journals or magazines.
11. The design of vocational curriculums provides a variety of appropriate instructional devices and techniques to compensate for various student ability levels and rates of learning.
12. Curriculums are designed to allow adequate time for the student to acquire manipulative skills, technical knowledge and information from related subject matter, as well as to practice what he has learned—all of which is essential for employment within the occupations.
13. Curriculums, as the sum total of all the learning experience provided for students, are organized so that there is a minimum of student time lost due to program changes, preparation, planning and repetitive exercises.
14. When appropriate, provisions are made, within the curriculum and in the region

served by the vocational program, for practical experiences outside the classroom, shop or laboratory.

15. Curriculums are as comprehensive as the educational objectives will accommodate and enable students to begin their employment with entry level competencies in occupational clusters.
16. The general and specific objectives of curriculums and the achievement levels and behaviors expected of each student are known to students before they enroll.
17. Curriculums are designed to utilize other community resources in addition to organized educational facilities.

FACILITIES AND EQUIPMENT

In order for instruction which would prepare youth and adults for new and/or changing occupations to be made available, modern, specially designed (often of campus style) buildings, housing up-to-date equipment and adequate supplies, are needed. The mandates of the Congress concerning the quantity, quality and types of vocational education needed to serve the requirements of all the people make it apparent that the nature and adequacy of the facilities and equipment available to any vocational program are important keys in successfully meeting these objectives.

With appropriate facilities and equipment, the resulting instructional situation should be such that a minimum of adjustment will be required of the learner when he enters or advances in his occupation. The transition from formal vocational education to employment should be facilitated by the planning, attention to, and operation of appropriate classrooms, laboratories, shops, and other associated elements.

Essential Elements

1. The type, variety, and quantity of machines, tools and equipment maintained is such that basic as well as current manipulative skills needed for employment are easily demonstrated and practiced.
2. All equipment has the essential safety devices installed and these are operable.

3. Adequate chalkboard and bulletin board space is available.
4. Equipment is of that age and category which employers and advisory committee members consider appropriate for modern instruction and learning.
5. Equipment location emphasizes safety, as well as organization for instructional purposes.
6. Adequate storage facilities for all scrap and salvage materials are provided where necessary.
7. Sufficient storage is provided for student and adult work in process. The total space can accommodate the maximum number of enrollees.
8. Organized and fitted storage space for consumable instructional supplies is available, and constructed so that contents may be easily inventoried and dispensed.
9. In conformance with accepted laws and regulations, space in which it is safe to store all flammable liquids and/or gases is provided.
10. Based upon the nature of learning activities within the facility, provisions have been made for adequate lighting.
11. All utilities (air, gas, water, electricity, etc.) essential to the facility are available at the appropriate locations.
12. Provisions have been made for the replacement of equipment and for an annual amortization plan, which permits major

equipment to be retired at pre-determined ages.

13. All essential attachments, as required by the processes to be taught, are available for each piece of equipment.
14. The facility space allocations are adequate for the purposes of the instructional program, and are based on the nature of the work to be performed, maximum number of trainees to be accommodated, and essential safety requirements.
15. An adequate supply of appropriate hand tools is: (a) in evidence, (b) accessible to learners, and (c) under an inventory control system.
16. Design of the heating and ventilating systems indicates that the nature of work to be performed, as well as the possible pollutants resulting from these learning activities, has been considered.
17. Special exhaust systems for gases, dust particles, and process residue have been installed at equipment or machines.
18. Provisions, where appropriate, are made for drainage of water and snow, or the disposal of undesirable materials resulting from work performed on equipment brought into the facility.
19. The planning and construction of entrances and exits to each facility are based upon: (a) size requirements of the equipment, (b) nature of vehicles or other machines on which work is to be performed,

(c) size of items to be fabricated within the work space, (d) delivery of supplies and equipment, and (e) special needs of the handicapped student.

20. Controls built into the facility make it possible to heat and/or air-condition sections of a building without the entire building or facility being affected.
21. An organized plan regarding appropriate housekeeping procedures for the facility is in operation.
22. Provisions have been made in laboratories and other facilities, for floor markings which identify aisles, work stations, potential hazards, and traffic patterns.
23. Organized plans, which include provisions for emergency repairs and replacements, have been made for the maintenance of equipment, tools, and facilities. Necessary funds are available.
24. Adequate space has been provided for the storage of movable tools and equipment, which are used in the instructional program occasionally or for intermittent periods.
25. All activities which require student change of clothing and clean up are conducted in laboratories that are self-contained and include locker, wash and toilet facilities.
26. Vocational facilities are planned and located according to their availability and accessibility to the majority of those being served.

27. Where customer work is a part of the instructional program, provisions are made for receiving, storing and delivering work in a way which will be least inconvenient for the instructor. Records are maintained.
28. All corridors and doors to related subjects classrooms are of sufficient width to allow easy movement of demonstration equipment in and out of rooms.
29. For each shop and laboratory, there is an adequate library of reference and resource publications that is easily accessible to learners.
30. Flooring materials utilized in each laboratory or shop reflect the nature of the work which takes place in the facility.
31. Adequate automobile parking for faculty, staff, and learners is available and can accommodate the maximum enrollment anticipated.
32. Noisy laboratories have either been adequately soundproofed, or located away from quiet areas.
33. In relation to student enrollment and curriculums offered, an adequate number of related subjects classrooms, equipped with tables and chairs, are available.
34. The appropriate utilities and storage space for demonstration equipment, reference materials and audio-visual teaching devices are available in each related subjects classroom.
35. There is evidence that each occupational

5. Funds are available for maintaining and improving buildings and facilities.
6. In connection with the instruction required in several vocational curriculums, funds are provided for necessary instructor and student travel.
7. Funds are provided and the necessary time made available in order to foster the professional development of instructors.
8. Salaries paid vocational education instructional personnel are commensurate with their professional preparation and work experience.
9. Budgets to accommodate quality vocational education programs, curriculums, and courses are arrived at through cooperative action involving instructors, supervisors, and administrators.
10. Craft, technical and school advisory committees are involved in planning vocational education budgets and in recommending budget priorities.
11. Where educationally appropriate, equipment, facilities, and supplies received on a gift or loan basis from businesses and industries are utilized in providing instruction.
12. Funds from all sources (local, state, federal, private and foundation) are sought and when obtained, utilized by instructors and administrators in conducting a quality instructional program.

PLACEMENT AND FOLLOW-UP

Program outcomes should be identifiable in terms of fulfillment of program objectives. Placement of early leavers, graduates, students (in cooperative education) and former students is a function of vocational education and/or guidance personnel. An important outcome of instruction is the ability of students and former students to progress and grow in their chosen occupations. A number of the students who enter vocational education curriculums in high school continue their planned preparation at the post-high school level. Occupational successes and/or limitations in many occupations depend upon the extent to which individuals continue their education as a means of keeping themselves abreast of technological change. The follow-up of former students a year and five years after placement provides a reasonable basis for one type of evaluation. Evaluation should include the non-graduate, as well as the graduate. It should also anticipate the appraisal of instructional programs and should examine in depth both: (a) the characteristics of the instruction which enable individuals to move on and up in employment, as well as (b) those segments of the instructional program which contribute to the limitations that restrict individuals to employment in their initial jobs.

Placement of cooperative vocational education program enrollees in vocational education programs at either the secondary or postsecondary level should be given careful consideration,

both from the standpoint of instructional relevancy and efficiency, and budget-related consideration.

Essential Elements

1. Vocational education teachers maintain close contact with employers in the region.
2. Vocational education instructors should be responsible for the selection of appropriate on-the-job training opportunities for cooperative vocational education students.
3. Selection of cooperative situations for students is based on the needs of students, student learning capabilities, and the opportunities afforded by the situations that can help develop—in keeping with student interests and potentialities—the required skills and technical knowledge.
4. A current inventory of employers in the region is always available in order to facilitate part-time cooperative placements and full-time job placement for early leavers and graduates.
5. Most graduates enter and progress in the occupations for which they received vocational preparation, and report they found the instruction received valuable.
6. Progress of all vocational completers, early leavers and graduates is reviewed periodically and the follow-up record of each student is kept current in school files.
7. In an effort to maintain current, meaningful and practical programs, curriculums

and courses, instructors are involved in regular follow-up studies.

8. Student follow-up data obtained from co-operative situations are used as a basis for planning and revising vocational education programs.
9. Instructors are concerned about and actively participate in the procedures and means utilized to accommodate follow-up evaluations as an integral part of vocational education.
10. As the direct result of efforts made by instructors and others in the program, students obtain full-time employment shortly after they graduate or leave the program.
11. Evidence indicates that employees are satisfied with their jobs, and employers are satisfied with their employees.
12. Students and graduates report that they readily adjust to the world of work and continuing education.
13. Evidence indicates that—as a result of judicious placement activities on the part of the instructor—growth, development, and promotion have resulted for the individuals thus located.
14. Follow-up includes interviewing, by instructors, of employers in order to determine specifically how knowledge and skills are applied on the job by former vocational education students.

COMMUNITY INVOLVEMENT

Vocational educators have long been convinced that successful vocational programs are never merely "additional" offerings of a secondary or postsecondary educational institution; rather, such programs always involve vocational education in the context of all education, and the total community involvement. Labor, management, civic leaders, public agencies and lay citizens must all be active in the planning, development, operation and evaluation of vocational education for youth and adults.

Essential Elements

1. An organized, active general advisory committee which is representative of the major employment, social, economic, and civic elements of the community is in operation.
2. For each occupational offering, an active advisory committee representative of the occupation is available and utilized for continuous advice, counsel, and assistance.
3. An organized plan that identifies and carries out procedures for maintaining close working relationships with public employment offices is in operation.
4. In order to provide information about vocational education to the total community, continuous and effective use is made of all regional news media (newspapers, radio, and television) professional and trade journals, and other publications.
5. Special efforts are made to utilize services

available from community, social, and civic organizations.

6. Public agencies such as rehabilitation services and youth advisory committees are used for those learners who need remedial or rehabilitative assistance in order to profit from vocational education.
7. An easily read and brief annual report of the services provided by vocational education—including their successes and limitations—is prepared, and distributed within the area served by the school or program.
8. When available and considered more appropriate for the program's instruction, facilities and/or equipment are used within business, industrial, public and other agency establishments.
9. Industry and business identify persons from the community who have special competencies and can be utilized in the instructional program, when such contributions have possibilities for extending the knowledge of the learners.
10. Parents and other citizens are involved with school personnel in vocational youth club activities.
11. When they are within the stated objectives of the institution, requests from the community for instructional services are met promptly and effectively.
12. Special provisions are made to secure the voluntary help of employers regarding selection and/or recruitment of students,

and placement of graduates and/or school leavers.

13. The vocational faculty is actively engaged in many kinds of community affairs.
14. Industries and employers grant equal credit within their own training programs for vocational education acquired by students and graduates in school.

RELATED SERVICES

Schools or school systems which offer vocational education have a commitment to instructional staff members and students to provide a broad spectrum of special services. This is particularly true for the students who have an aptitude for, or who are motivated to participate in, vocational education. The diversity of ages, the desire to achieve occupational goals, the need to complete job preparations in a comparatively short period, and the socioeconomic conditions that involve many students dictate the necessity for establishing related services which are vibrant, functional, and readily available. Each of the several needed services should function in relation to the instructional program, the well-being of individual students, or the provision of facilities required by teachers to maintain and further improve student learning potentialities.

Essential Elements

For purposes of convenience, the following services have been identified, along with the respective specialists or consultants responsible for the services. Each of the services should be considered carefully and those available to teachers and students evaluated.

A. Services Available

1. Professional
   a. psychological-psychologist
   b. vocational counseling

2. Health
   a. physician and/or nurse
3. Instructional Media
   a. audio-visual consultant
   b. test construction consultant
   c. instructional techniques consultant
   d. programmed learning consultant
   e. technical consultant (computer use, etc.)

B. Services Available Primarily to Students

1. Health
   a. physician and/or nurse
   b. consultant
2. Social
   a. director or consultant
3. Psychological
   a. psychologist
4. Rehabilitation
   a. counselor
5. Testing and Guidance
   a. counselor
6. Remedial Reading
   a. consultant
7. Remedial Mathematics
   a. consultant
8. Financial Aids
   a. advisor
9. Recreation (intermural, intramural)
   a. consultant
10. Cultural Activities (drama, writing, band, glee club, etc.)
    a. consultant

INVOLVEMENT IN POLICY MAKING IN VOCATIONAL EDUCATION

In order to provide individuals and groups in a community with the type of education which is relevant to their needs in a democratic society, the cooperative efforts of all who are involved in the educational process are required. Included are students, faculty, staff, the administration and the community. To be meaningful, vocational programs must involve constant interaction among these elements, since successful educational programs result only when the collective wisdoms of these groups are blended. With the growth and development of vocational education, it is apparent that interactive involvement is necessary in the determination of operating policies.

Faculty involvement in policy determination should be extensive, and should enable teachers to grow and develop to the fullest of their capabilities. The faculty, which is in daily contact with students, also should encourage and anticipate student involvement and participation in the development of educational policy. Modern education demands that the best thinking and action involve all who are to be affected by the educational policies.

Essential Elements

The following are statements which reflect the extent of involvement by administration, supervisors, faculty, students, advisory commit-

tees, and the community in the development of educational policies. Each should be carefully reviewed, as the individual instructor evaluates his activities as a classroom, laboratory, or shop teacher.

1. Vocational education is offered to students with varying capabilities and interests, and the faculty is concerned with the evolvement of policy affecting the selection of students.
2. Since marking, grading, promotion, and transfer are important motivational and guidance aspects, faculty and students are concerned with related policies adopted and activated within the school or program.
3. Those who are directly involved in skill development areas are also involved in establishing policies which affect teaching methods and techniques, procedures, projects, and attendance policies.
4. Student dress standards, which are based on laboratory and shop safety, are adopted through the cooperative action of faculty, students, supervisors, and administrators.
5. Cooperative involvement of all who are affected, determines work schedules, teaching hours, general working conditions, and the establishment of advisory committees.
6. Students and faculty members, individually or collectively, are encouraged to make proposals regarding policy. Policy matter proposals for the improvement of the stu-

dents' learning situations are considered, reviewed and forwarded to the governing board for implementation, *after* involving the faculty and the students with the administration in the determination of such policies.

7. To be meaningful, vocational education should create situations comparable to those in the world of work. In order to keep programs abreast of change, extensive utilization of competent advisory committees is encouraged. Faculty members are involved in the nomination and selection of advisory committee members, and in the promulgation of policies that control the activities of such groups.
8. Vocational education provides for the development of skills for employability; students experience working conditions comparable to those found in employment. In order to provide appropriate conditions, the faculty and advisory committees are involved in the planning, selection and purchase of equipment and facilities, and in the development of policies which control their utilization.
9. Planning and programming (or its equivalent) require the establishment of priorities for budgeting. The faculty and advisory committees are involved with the administration in reviewing and recommending budget priorities.
10. The segment of the faculty involved in vo-

cational skill development has contributed to the policy which affords them regular opportunities to meet with the faculty from the general education subject areas. The policy of cooperative planning is valuable in establishing and maintaining relevant and meaningful instruction that is current.

11. The faculty is involved with the students and/or the administration in making educational needs, curriculums, and information of a general nature known to local, state, and federal officials—and, within legal limitations, pursuing policymaking which controls involvement in legislative activities.
12. The faculty, advisory committees, and students are involved in the nomination, selection, employment and discharge policies affecting teachers in vocational education programs.
13. Programs, curriculums, and courses in vocational education are constantly reviewed and appraised by joint committees of faculty members, students, advisory committee members, and administrators. Policies related to this activity are developed jointly and apply to either expanding or terminating programs.
14. All policies are reviewed periodically.

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